

## LONE OAK ELEMENTARY

7314 Lone Oak Road  
Spartanburg, South Carolina 29303

**GRADES** K-5 Elementary School

**ENROLLMENT** 311 Students

**PRINCIPAL** Barbara Mills 864-503-9088

**SUPERINTENDENT** Dr. Darryl Owings 864-576-4212

**BOARD CHAIR** Mr. Lynn Harris 864-576-4212

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	33	57	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

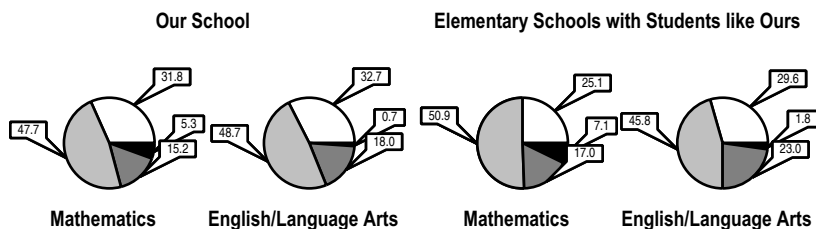
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	24	51	44
Percent satisfied with learning environment	95.8%	93.9%	77.3%
Percent satisfied with social and physical environment	95.8%	98.0%	75.0%
Percent satisfied with home-school relations	82.6%	100.0%	84.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	160	99.4	32.7	48.7	18.0	0.7	18.7	17.6
Gender								
Male	89	100.0	33.7	48.8	17.4	N/A	17.4	17.6
Female	71	98.6	31.3	48.4	18.8	1.6	20.3	17.6
Racial/Ethnic Group								
White	82	100.0	23.5	55.6	19.8	1.2	21.0	17.6
African-American	45	100.0	38.1	42.9	19.0	N/A	19.0	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	26	96.2	60.0	30.0	10.0	N/A	10.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	141	99.3	29.2	50.0	20.0	0.8	20.8	17.6
Disabled	19	100.0	55.0	40.0	5.0	N/A	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	160	99.4	32.7	48.7	18.0	0.7	18.7	17.6
English Proficiency								
Limited English proficient	16	93.8	78.6	21.4	N/A	N/A	N/A	17.6
Non-limited English proficient	144	100.0	27.9	51.5	19.9	0.7	20.6	17.6
Socio-Economic Status								
Subsidized meals	106	99.1	39.2	45.4	15.5	N/A	15.5	17.6
Full-pay meals	54	100.0	20.8	54.7	22.6	1.9	24.5	17.6

Mathematics								
All students	160	100.0	31.8	47.7	15.2	5.3	20.5	15.5
Gender								
Male	89	100.0	22.1	55.8	17.4	4.7	22.1	15.5
Female	71	100.0	44.6	36.9	12.3	6.2	18.5	15.5
Racial/Ethnic Group								
White	82	100.0	27.2	48.1	17.3	7.4	24.7	15.5
African-American	45	100.0	40.5	47.6	9.5	2.4	11.9	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	26	100.0	42.9	47.6	9.5	N/A	9.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	141	100.0	29.8	46.6	17.6	6.1	23.7	15.5
Disabled	19	100.0	45.0	55.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	160	100.0	31.8	47.7	15.2	5.3	20.5	15.5
English Proficiency								
Limited English proficient	16	100.0	60.0	26.7	13.3	N/A	13.3	15.5
Non-limited English proficient	144	100.0	28.7	50.0	15.4	5.9	21.3	15.5
Socio-Economic Status								
Subsidized meals	106	100.0	37.8	48.0	9.2	5.1	14.3	15.5
Full-pay meals	54	100.0	20.8	47.2	26.4	5.7	32.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	46	N/A	25.0	43.2	29.5	2.3	31.8
	Grade 4	51	N/A	14.0	68.0	16.0	2.0	18.0
	Grade 5	45	N/A	39.0	34.1	26.8	N/A	26.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	24.5	45.3	28.3	1.9	30.2
	Grade 4	48	97.9	28.6	52.4	19.0	N/A	19.0
	Grade 5	58	100.0	43.6	49.1	7.3	N/A	7.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	46	N/A	34.1	40.9	25.0	N/A	25.0
	Grade 4	51	N/A	26.0	44.0	16.0	14.0	30.0
	Grade 5	45	N/A	29.3	41.5	24.4	4.9	29.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	28.3	47.2	13.2	11.3	24.5
	Grade 4	48	100.0	34.9	41.9	20.9	2.3	23.3
	Grade 5	58	100.0	32.7	52.7	12.7	1.8	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 311)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 2.9%	2.7%	2.4%
Attendance rate	96.3%	Up from 93.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.1%	Down from 11.0%	11.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.2%	Up from 6.1%	9.0%	8.0%
Older than usual for grade	1.9%	Up from 1.6%	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	57.9%	No change	47.3%	50.0%
Continuing contract teachers	84.2%	Down from 89.5%	85.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.7%	Up from 88.0%	86.5%	86.2%
Teacher attendance rate	96.9%	Down from 97.3%	95.2%	95.3%
Average teacher salary	\$40,949	Up 0.4%	\$39,486	\$39,909
Prof. development days/teacher	10.5 days	Up from 8.3 days	12.3 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	21.3 to 1	Up from 19.5 to 1	18.5 to 1	18.9 to 1
Prime instructional time	92.8%	Up from 90.2%	89.6%	89.7%
Dollars spent per pupil*	\$5,711	Up 7.6%	\$5,997	\$5,892
Percent spent on teacher salaries*	66.2%	Up from 65.9%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 school year at Lone Oak Elementary was devoted to meeting the challenges of academic improvement coupled with serving a highly mobile population. Students, staff and supportive parents were committed to helping newly arrived students adjust positively to their new school. Together we met the challenges of meeting the needs of non-English-speaking students and joined with members of the business community, local universities and the church community to provide individualized instruction for all students in need. Together we followed our school motto "Striving for Excellence" and implemented best practices for children. We continued our improvement initiative by adding a comprehensive computer laboratory program with a full-time technology assistant. All grade levels routinely visit the computer lab and practice with lessons based on individual student need.

Validation of student effort and achievement is evident throughout the Lone Oak campus. The school is attractively decorated with the art and academic work of the students. Landscaping by students, an outdoor classroom designed and maintained by the science program, living plants, aquariums and teacher/student created displays contribute to the overall student-centered atmosphere.

Our enrollment continues to fluctuate with high mobility and continues to increase in cultural diversity. Our Hispanic population has risen from 3% in 1994 to 22% in 2003. Meeting the needs of newly immigrated students has become a focus which resulted in best practices for all students. We are adept at individualization of instruction based on need and moving each child toward improvement. Our strength and creativity come from our diversity, leaving all children better prepared to meet the needs of a global community.

Our writing initiative began four years ago and continues to be a focus. We are a community of writers and celebrate student and staff success. We have partnered with USCS and the Spartanburg Writing Project to expand our program to all areas of the curriculum. Special assemblies and traveling theater groups keep students highly motivated and committed to improvement.

All of us at Lone Oak Elementary School are proud of our students and their individual accomplishments. Students who remain with us are very competitive in local, state and national competitions. Opportunities are continually provided to meet individual's needs and interests. We are confident that students who remain with us will continue to improve. We have high expectations for our students and are confident that our academic program will prepare them to meet the increasingly rigorous academic demands of the future.

Barbara Mills, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.